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ABSTRACT

In the fall of 1975, students scoring at the 77th percentile and above on the ITBS were brought together with selected teachers in two magnet schools and four vanguard schools. The present report presents a comparison of the fall-to-spring achievement of the groups and the opinions of principals, teachers, and parents. Also provided is the complete synthesis of informal interviews conducted at mid-year with teachers, principals, and parents. Eight comparisons of achievement were made to assess the effect of the magnet-vanguard plan on the student's mathematics and reading skills at grades 4 and 5. Of these eight comparisons, five were not significant, two were significant favoring magnet students, and one was significant favoring both magnet and neighborhood students over vanguard students. All significant differences occurred at grade 4; none at grade 5. Magnet-vanguard teachers and principals favored the plan but strongly recommended a modification in the criteria for student placement. Regular classroom teachers' responses were mixed. Parents' opinions were most favorable. (Author/IRT)

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FORT WORTH INDEPENDENT SCHOOL DISTRICT
FORT WORTH, TEXAS

DEPARTMENT OF RESEARCH AND EVALUATION

ELEMENTARY MAGNET PLAN EVALUATION

1975-76

Prepared for
Dr. Gerald Ward, Superintendent
Fort Worth Independent School District

by
Dr. Charles L. Evans, Director
Department of Research and Evaluation

November 1976

ADMINISTRATIVE SUMMARY: ELEMENTARY MAGNET PLAN

Dr. Charles L. Evans, Director
Department of Research and Evaluation

In the fall of 1975, students scoring at 77%ile and above on the ITBS were brought together with selected teachers in two Magnet schools and four Vanguard schools. A random group of qualifying students were transported to the two Magnet schools from other neighborhoods. The present report presents 1) a comparison of the fall-to-spring achievement of the groups, and 2) the opinions of principals, teachers, and parents gathered through the use of anonymous opinionnaires. Also provided as Appendix A is the complete synthesis of informal interviews conducted at mid-year with teachers, principals, and parents.

Test Results

Eight comparisons of achievement were made to assess the effect of the Magnet-Vanguard Plan on the math and reading skills at grades four and five. Of these eight comparisons, five were non-significant; two were significant favoring Magnet students; and one was significant favoring both Magnet and neighborhood students over Vanguard students. All significant differences occurred at grade four; none at grade five (Tables 1 and 2).

Of the eight comparisons of achievement indices between Magnet and neighborhood students, five indices favored Magnet students and three indices were identical. In no case, however, did the achievement of neighborhood students exceed that of Magnet students, although in one case they exceeded the growth of Vanguard students.

Although the findings are mixed, in the opinion of the investigator, the weight of the test data slightly, but not strongly, supports the Magnet Plan.

Opinions

Magnet-Vanguard teachers and principals favored the Plan but strongly recommended a modification in the criteria for student placement (pp. 8-14) to include, at least teacher/principal judgment. In mid 1975-76 interviews, staff members perceived a need for direction (Appendix A, pages 52 and 53).

Regular classroom teachers' responses were mixed. Some conceded that the Plan offered opportunities for higher-achievers but agreed that the criteria for student placement in the Plan was inadequate and perceived an inequality in teaching assignment (pages 17 - 23).

Parents' opinions were most favorable, generally expressing the view that the Plan provided the incentive needed to challenge their children. Individual parental criticism varied (pages 26 - 37).

Opinions of principals at schools other than Magnet or Vanguard were mixed. Many expressed the view that the Plan was no better than their own for higher-achievers (pages 51 - 52).

TABLE OF CONTENTS

	Page
ADMINISTRATIVE SUMMARY	i
TABLE OF CONTENTS	ii
LIST OF TABLES	iii
LIST OF EXHIBITS	iv
SECTION I. BACKGROUND	1
SECTION II. TESTING RESULTS	3
SECTION III. OPINIONS	7
APPENDICES	42

LIST OF TABLES

Page

1. Comparison of Achievement Growth of Bused-Magnet and Alternate Students 4

2. Comparison of Achievement of Magnet, Vanguard and Neighborhood Students 6

LIST OF EXHIBITS

		Page
A.	Magnet Plan Teacher's Questionnaire	9
B.	Non-Magnet Classroom Teacher's Questionnaire	16
C.	Parent Questionnaire	25
D.	Magnet School Principal Questionnaire	39

SECTION I

BACKGROUND

The Magnet Plan and the resulting student enrollment figures were described in the mid-year (1975-76) process report (p. 1-2) that dealt with opinions about the Plan. To avoid redundancy that document is attached as Appendix A to the present report.

Measurement

The regular FWISD I.T.B.S. standardized testing program provided measures of math and reading comprehension skills for all FWISD fourth and fifth graders in the fall of 1975. In the spring, math and reading I.T.B.S. subtests were administered to a 50% sample of schools as part of a district-wide study of spring testing. All Vanguard and Magnet schools were included in the testing, whether or not they were part of the sample, to provide fall-to-spring growth data for the students in those two programs. Fall-to-spring growth data were, also, available on the alternates--students who applied for the Magnet Plan but were not selected in the randomization--who attended schools in the 50% sample.

Comparison Groups

Two basic comparisons of growth seemed appropriate. The best comparison for assessing the Magnet Plan seemed to be a comparison of the growth of the students randomized into Magnet Plan with that of students who applied but were not selected in the random process. These two groups should have been generally similar in characteristics related to school achievement.

A second comparison, also, seemed appropriate. It could be perceived that these high ability students (defined for the purposes of this study as 77%ile and above) were under three different treatments: 1) a Magnet Plan involving teachers selected from the district plus a select peer group; 2) a Vanguard Plan involving teachers elected from within a neighborhood school plus a select peer group; and 3) a neighborhood school setting under whatever program local school staffs may provide for high ability students (i.e., ability grouping, curricula enrichment, etc.). All qualifying and applying minority children were placed in the Magnet Plan; therefore, the "alternates" (called the neighborhood group for this study) were all Anglos. For this reason, minority student data were excluded from the data analyses. Final numbers of students included in the data analyses are explained in Appendix B. Numbers of students eligible, etc. for the Magnet Plan are shown in Appendix C.

SECTION II

TESTING RESULTS

As indicated in the first section of the present report, standardized math and reading scores were obtained in the fall and spring for students in the Magnet-Vanguard Program as well as for alternates who were in schools where spring tests were administered as part of a 50% sampling of FWISD schools. These data made it possible to compare the achievement of high ability students who were randomly selected to attend the two Magnet schools with that of high ability students (alternates) who were not selected, and thus continued to attend neighborhood schools. A second comparison was made of the achievement of three groups of high achievers: 1) those in the two Magnet schools; 2) those in the Vanguard* schools; and 3) alternates in neighborhood schools. In all cases, only Anglo scores were compared because all qualifying minority children were included in the Magnet Plan. An analysis of covariance was utilized for the comparisons.

Bused Magnet vs. Neighborhood

Data in Table 1 indicated that differences in growth of math skills between the children bused to the Magnet schools and those who attended neighborhood schools were not significant. Differences in growth of reading skills at grade four were significant, favoring the children bused to Magnet schools. Differences in reading growth were not significant at grade five. The achievement of the children bused to Magnet schools equalled or exceeded that of students who attended neighborhood schools in each of the four comparisons.

*Test data at one Vanguard school was eliminated because of a lack of validation of test scores.

Table 1. Comparison of Achievement Growth of Bused-Magnet and Alternate Students

Grade Level and Group	N	MATH			READING		
		Fall	Spring	Adjusted Spring	Fall	Spring	Adjusted Spring
Grade Four							
Bused	80	5.3	6.0	6.0	5.8	6.4	6.5*
Alternates	50	5.4	6.0	6.0	6.0	6.2	6.1*
Grade Five							
Bused	59	6.3	6.9	7.0	6.9	7.4	7.5
Alternates	53	6.6	7.0	6.9	7.2	7.5	7.4

*Differences are significant ($P \leq .05$); other differences in adjusted spring scores are not statistically significant.

Magnet vs. Vanguard vs. Neighborhood (Alternates)

Data in Table 2 compare the achievement of high ability students under three different programs. The data in Table 2 show that....

1) At grade four, Magnet students achieved significantly greater growth in reading than did Vanguard or neighborhood students;
2) At grade four, Magnet and neighborhood students achieved significantly greater growth in math than did Vanguard students; and
3) At grade five, achievement of the three groups did not differ significantly in either math or reading.

Summary of Test Results

Eight comparisons of achievement were made to assess the effect of the Magnet-Vanguard Plan on the math and reading skills at grades four and five. Of these eight comparisons, five were non-significant; two were significant favoring Magnet students; and one was significant favoring both Magnet and neighborhood students over Vanguard students. All significant differences occurred at grade four; none at grade five.

Of the eight comparisons of achievement indices between Magnet and neighborhood students, five indices favored Magnet students and three indices were identical. In no case, however, did the achievement of neighborhood students exceed that of Magnet students, although in one case they exceeded the growth of Vanguard students.

Although the findings are mixed, in the opinion of the investigator, the weight of test data slightly, but not strongly, supports the Magnet Plan.

Table 2. Comparison of Achievement of Magnet, Vanguard, and Neighborhood Students

Grade Level and Group	N	MATH			READING		
		Fall	Spring	Adjusted Spring	Fall	Spring	Adjusted Spring
Grade Four							
Magnet	110	5.4	6.0	6.0*	5.8	6.4	6.[illegible]
Vanguard	77	5.3	5.8	5.8*	5.6	5.9	6.1*
Alternates	[illegible]	5.4	6.0	6.0*	6.0	6.2	6.1*
Grade Five							
Magnet	87	6.3	6.9	7.0	6.9	7.4	7.5
Vanguard	82	6.6	7.1	7.0	6.9	7.3	7.4
Alternates	53	6.6	7.0	7.0	7.2	7.5	7.3

*Differences are significant ($P \geq .05$)

SECTION III

OPINIONS

Opinions relative to the elementary Magnet Plan were solicited through the use of a questionnaire from four groups: 1) Magnet-Vanguard teachers; 2) regular classroom teachers in Magnet-Vanguard schools; 3) Magnet-Vanguard principals; and 4) parents of children bused to the two Magnet schools. Principals of other schools were surveyed as part of the 1975-76 mid-year report (Appendix A).

For the most part, the questionnaires were open-ended to allow respondents to express themselves as freely as possible on whatever issue they perceived as relevant. A limited synthesis of these responses is provided as well as a reproduction of all comments.

Magnet-Vanguard Teachers' Opinions

All teachers of Magnet-Vanguard classes were sent a questionnaire (Exhibit A) which solicited their opinions relative to the Magnet Plan. These teachers were asked to make general comments and to indicate what unusual enrichment activities they may have implemented this year. Twenty of 27 Magnet-Vanguard teachers returned questionnaires.

Enrichment focused on two activities: field trips and creative writing projects, including the production of 'plays' and/or programs. Most of the enrichment activities reported were related to language development. Several teachers indicated that their enrichment activities were those that they had generally implemented in past years.

Many teachers continued to express the view that students were assigned to the Plan that were unqualified in either mathematics or in terms of motivation. These teachers strongly recommended an upward change in the criteria for placement in the program.

All Magnet-Vanguard teachers' comments are reported intact below:

Specific Comments of Magnet-Vanguard Teachers

1. Unusual enrichment activities include: field trips to the Fort Worth Star Telegram and the Jiminez Taco Factory. The large time block for the Vanguard program allowed me time to put on a play for the school using my Language Arts class. Only deer is that when a class does leave for a field trip that is for any length of time it fouls up the schedule for the rest of the intermediate classes.

2. 1. 1½ hour bicentennial play and program
   2. Special projects for social studies each six weeks.
   3. A program in Math and Reading where each child moved as fast as possible.
   4. Turning On to Better Living - a guidance program.

   Our only great problem in the Magnet Program is the time the children arrive home in the afternoon. It's a bit late.

3. A trip to a Mexican food restaurant. Cultural activities such as songs, games, stories from Spanish speaking countries as well as records depicting various customs of these countries. Also in cooperation with the art teacher the students are making pinatas. There seems to be plenty of enrichment activities as there should be in a program with this level of students.

EXHIBIT A

FORT WORTH INDEPENDENT SCHOOL DISTRICT
RESEARCH AND EVALUATION DEPARTMENT
3210 WEST LANCASTER
FORT WORTH, TEXAS 76107

CHARLES L. EVANS
Director
FAE LYSIAK
Assistant Director

G. W. FISHER
Coordinator of System-Wide Testing

April 30, 1976

Magnet Plan Teacher's Questionnaire

Dear Teacher,

Again, I would like to touch base with you relative to the elementary school Magnet Plan. Please return this questionnaire to me in the stamped envelope provided with whatever comments you care to make.

Thanks,
Charles L. Evans

RETURN TO RESEARCH DEPARTMENT IN STAMPED ENVELOPE.

1) What unusual enrichment activities have you carried out this year with Magnet students?

_____

_____

_____

Comments? _____

_____

_____

2) Miscellaneous Comments (Cheers and/or Jeers)

_____

_____

_____

_____

4. Writing plays, poems, and stories. We hooked a rug of the U.S.A., made puppets and had a show. Presented a bicentennial play to the school. It has been a pleasure to work with these children, and I feel they have benefited in oral expression as well as written expression. Their imagination has been stimulated, and good creative work produced.

This program has been very successful in our school, and most parents are very pleased with the progress made. It has indeed been a privilege and honor to have the opportunity to teach in the Magnet Plan.

5. Taught a unit on Living Textbook, toured Star Telegram and then wrote our own newspapers. Wrote scripts, made puppets and put on dramatizations for primary children. Carried on correspondence with Pen Pals in many states. Wrote research papers on famous early Americans. Made toys and games representative of pioneer days. Went to the Steuben Glass exhibit. Had speaker from Bell Telephone on Career Awareness. Library Tree of Liberty - used a variety of approaches for book reports. Hoffman machines in math.

Cheers: Opportunity to develop the potentials for upper achievers.
Jeers: My particular schedule was frustrating - changed classes after each period.
Jeers: Not enough time allowed for foreign languages.

6. At _____, foreign language students have participated in the following activities:

(See Page 11 for list of activities)

Foreign language in this program is a definite asset, but is little understood in regards to methods and quality of material taught. Perhaps an In-Service for principals and administrators next year to increase awareness in this area?

7. Because of the way we have grouped in math in the past and I had the top groups, much the same program was used. We went much farther in more depth, however. Their interest and enthusiasm is an inspiration to a teacher and highlighted my day!
Comments: Fantastic! I feel it must be continued. I teach only 2 Vanguard classes so I could see the opportunity it gave those children as well as how less capable students in homeroom surfaced as leaders when there were fewer in class and we could work at a slower pace.

One jeer! Iowa is so heavily weighted in language arts that some children qualifying on composite are weak in math (i.e., one had 51% in Math.) However there must be a set score to be eligible for the program. The weak students I could work with before or after school individually and bring them up.

8. The class wrote and taped a program for presentation over the intercom on the writing and adoption of the Bill of Rights. They have done research reports on explorers with notes from three references, outline, and written report. It has been a pleasure to work with interested students.

(Continuation of Teacher No. 6 Comments)

ELEMENTARY SCHOOL
MAGNET PROGRAM - ENRICHMENT ACTIVITIES IN FOREIGN LANGUAGES

1) November 13, 1975 - in connection with social studies and Spanish/American heritage, the 4th grade was taken on a field trip to Austin, Texas, to visit the LBJ Library and the State Capitol.

2) December 1-3, 1975 - excursion to the Dallas Ft. Worth Regional Airport to emphasize career opportunities available to students who know a second language, and to show the growing importance of international travel and business.

3) January 20 & 27, 1976 - Spanish classes visited the Jiménez Tortilla factory.

4) February 11, 1976 - French class visited the Kimbell Art Museum to specifically view the paintings by French masters housed in the museum.

5) February 29, 1976 - a busload of students gave up their Sunday afternoon to attend an unusual cultural event in the form of the Polish Song and Dance Troupe from Warsaw in performance at the State Fair Music Hall.

6) March 18, 1976 - all foreign language students attended the Ballet Concerto at the TCCC to see the performance of ethnic groups who make up the Texan culture.

7) April 5, 1976 - the Spanish students presented a program in which they learned folk songs and regional dances from the different states of Mexico.

8) May 10, 1976 - the French students presented a program in which they performed French music, poetry and culture through contests, class choirs and a home-made slide show.

9) Additional Classroom Activities:
   A. students saw slides of the ancient cultures of Mexico; the boys constructed clay pyramids and the girls made Indian peasant blouses from pillowcases; all projects were judged and presented for display in the hall showcase
   B. students used the Bell Telephone Teletrainer and learned to carry on phone conversations in the target language
   C. students of Spanish studied the life of and wrote original essays on bullfighting and the life of Spain's matador Manolete
   D. At Christmas, Spanish students took part in piñata parties; French students baked traditional Christmas cakes and related the Nativity as celebrated by the French

9. Being used to having the top reading group, I don't know that I did anything truly outstanding that I wasn't already doing. However, we did have special individual creative writing folders, a library club to encourage more reading, and Science was largely investigations carefully written up in folders. Because we had such short notice before the opening of school and because I had a student teacher the first day of school and another the second semester, I was unable to carry out some of my ideas. Also scheduling created some problems.

Vanguard offers a chance for better students to achieve to a higher degree than is possible in a heterogeneous class. I am enthusiastic about Vanguard and hope to be more creative next year. However, if Vanguard classes are confined to Language Arts and Math, it is not a great deal different than having top reading and math groups in our school, where we have 8 to 10 groups at different levels of progress.

Social Studies and Science/Health offer opportunities to be innovative if they are included in Vanguard. Homeroom Vanguard classes would simplify scheduling. They could still be in heterogeneous groups for Music, Art, and P.E.

10. Not any unusual enrichment activities that I would not have done with a regular class. Our schedule was not the best in the world. Thirty minutes for Science and Health 4 times each week. Our principal did the best he could for the amount of time he had at the end of the summer to get ready for the program.

All schools should have the same guide lines. The school board did not give the administration time to work out the problems. As usual, the teachers are <u>stuck</u>, again. Next year only Math and Reading will be Vanguard at our school. We will not be <u>any better off</u> than we were when we had the Reading and Math groups leveled. If some schools teach Social Studies, Health, Science in Vanguard--why can't all do it?

11. 14 field trips; 6 resource speakers; creative writing, individualized reading and spelling: Science and Math labs. Correlated English and Science in many activities. Cheers! for recognizing and providing for the needs of accelerated students. This has been a fantastic year for all of us.

12. As students of Social Science, the Magnet boys and girls have done outstanding work on making charts, maps, flags of the world, reports, etc. I have 2 Spanish classes. I think <u>all</u> children should have some opportunity as "bilingual" children. Cheers: I am happy to see that the brighter children are being given some consideration. They are not held back by slower children. More leadership shown in lower classes by less capable children. Jeers: The slower children miss something by not hearing recitations of smarter children.

13. The Magnet Class was able to have many varied enrichment activities that are not always feasible in a regular classroom. Almost always there was a high degree of interest. In areas of investigation and discovery, reporting, expressions of ideas and feelings, the students became more deeply involved sharing methods of problem solving, enriching the experiences of one another.

14. I believe the Magnet School is one of the best programs the F.W.I.S.D. has ever had. I have enjoyed my year at _____. I have tried to be a creative teacher--just as I have in every school I have taught. In the Magnet students, you can see results of teaching and learning. Students are congenial, discipline problems are minimized, and creative production abounds. It would be impossible to list all the enrichment activities of this year.

1. Reading - I based part of my reading program on a carefully developed program in Oral Expression (Choral speaking and dramatization) and Childrens Literature (Reading Clubs)
2. English - Creative Writing; Haiku, Cinquains, Tanka, limericks, many kinds of creative writing, etc.
3. Science - One of our favorite activities was one where each child did a clear-cast of an insect or some other treasure (rocks, shells, etc.)
4. Values - The fishbowl where a limited number can talk inside the circle--no one else can talk--one inside the fishbowl can be replaced by one outside. My class likes this--someone will say, "We need a fishbowl about this."
5. Shooting a Story - Several students brought cameras and made pictures of school activities--the class wrote about these activities for hall display.
6. The Day of the Zerch - A Zerch can be anything. One Friday each child brought to class a Zerch. We spent the whole day doing things with our zerches. Each child told about his Zerch. We were able to fit them into a Science, English, Mathematics, even recess. We are planning another one soon. We did this activity the first month of school and the kids are still talking about it.
7. A favorite Spelling Game - My first year to use this game. We call it Round-Robin. One child says a word he remembers from the spelling list and spells it. The next one repeats that word and adds one of his own, a third child repeats both and adds one of his own, etc. This goes on until one child misses, and then the game begins again.

15. More field trips-places where regular 4th grade classes would not be taken. Class went to eat lunch in a Mexican restaurant, figured amount of checks, tips, etc. Studied metric system in greater detail than in regular classes. Worked in harder series in reading-completing the text with enrichment. Learning to knit or crochet-students have a choice. For the first year in many, my classes have been able to progress much faster and in greater detail in every subject area. Also there is greater interest on part of students. Magnet school is one of the best programs we have had in Fort Worth in many years. The high-achiever has been neglected too long. Scheduling of classes has been difficult this year, and we hope for a schedule that will work better next year.

16. No unusual activities-have coyered more material in the books. Jeers-once a child gets into the program, it is too involved or nearly impossible to remove him. We were better ability grouped before Vanguard.

17. I'm not sure I've done anything unusual. We have had plays, an abundance of field trips, activities with poetry and literature. It has been super working with superior students. It has been most frustrating working with those few who were disinterested, not capable of accelerated programs, or who defied the program of the minimum expected of an average fourth grader. Clearly, there needs to be a committee to suggest or approve those who score high enough on ITBS as being the kind of student for Vanguard. The children who are in the program should be willing workers. One cannot have an enrichment program for a class when a few won't even do a simple assignment in math or spelling. Except for those few who clearly did not belong in this program, this group has been great.

18. Taught the Spanish and French program to 4th and 5th graders in Vanguard classes at _____ and _____. Included enrichment areas of cultural customs in Mexico, Canada, Spain, and France, especially during Christmas season. Also some art, folksongs, and dances. Used Mexican newspaper ads and money to teach money exchange from pesos to dollars and vice versa. Set up classroom skit situations using dialog from textbook for dramatization. Am most enthusiastic about the program but have a difficult schedule in that I alternate days at the 2 schools and also alternate Fridays. This means there is a 4-day lapse with some classes every week, and they do lose ground! It also prevents my undertaking more ambitious projects which I would like to do if I had children every day! Research has shown they need a foreign language for short periods every day in order to achieve maximum results. I believe it! There were, or I should say are, a very few children (I have about 270) who do not participate and who consequently have benefited little from the program. The majority, however, seem most enthusiastic and happy with the "new" subject added to their school program. There is a definite difference in many of the children scoring from 85% to 99% on ITBS and those scoring from 77% to 85% as to their interest and motivation in a foreign language, especially among the Anglo-Americans. The higher scoring group as a whole is more enthusiastic, cooperative, and hard-working, which I image is to be expected! It is not as obvious among the Black, Mexican American, etc. all of whom seem more or less interested. Those Mexican Americans who are in the Spanish classes are not Spanish speaking usually. If the program could be continued in the sixth grade on a required rather than elective basis, I firmly believe we would revitalize the secondary foreign language situation in another year or two!! Thank you for letting me express my opinions.

19. Radio play version of Tom Sawyer Saturday rocket club and rocket exhibition at school. Some non-qualified students. Good teaching situation with high pupil interest.

20. We have done plays-made a science solar system with black lights, etc., wrote script for and put on a puppet show using good and bad English-wrote ballads for display for bicentennial-visited Southwest High Drama Department, and watched rehearsals, and many others things in Reading and Spelling. This is a great program--lots of work but fun. Jeers: Children in program who are not qualified to do this kind of work. Need to "up" grade guidelines. Cheers: The greatest thing that ever happened to Fort Worth School System.

Non-Magnet Teachers' Opinions

Questionnaires were sent to non-magnet classroom teachers in both Magnet and Vanguard schools asking for their comments about the Magnet/Vanguard Plan. Responses were received from twenty teachers (Exhibit B).

Of the 20 teachers responding, eleven (11) expressed a positive view of the Magnet Plan, and seven (7) expressed a negative view. Two were rather neutral.

Teachers expressing the positive view consistently opined that the Plan allows for the development of the capacities of the rapid learner. Teachers who expressed a negative view focused on two themes: 1) the criteria utilized for placement in the Plan; and 2) a perceived inequality of teaching assignments.

Classroom teachers consistently expressed the opinion that students were inappropriately placed in the Magnet program: students with specific weaknesses (i.e., Math) and students whose motivational level was inadequate to meet the challenge of Magnet classes. Several teachers also indicated that student 'exiting' from the program was evidently not planned.

Teacher dissatisfaction with assignment seems to center around two areas:

1) the stigma applied to both teachers and students in not being selected to be a part of the program;
2) teacher frustration in dealing altogether with groups of students characterized by lower achievement and more behavior problems.

Two suggestions prevailed in the responses: 1) improve the student selection procedure; and 2) rotate or share the teacher-assignment to Magnet classes.

EXHIBIT B

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RESEARCH AND EVALUATION DEPARTMENT
3210 WEST LANCASTER
FORT WORTH, TEXAS 76107

CHARLES L. EVANS
Director
FAE LYSIAK
Assistant Director

G. W. FISHER
Coordinator of System-Wide Testing

April 30, 1976

Non-Magnet Classroom Teachers
Grades 4 and 5 in Magnet/Vanguard Schools

Dear Teacher,

As part of this department's efforts to gather data relative to the elementary Magnet Plan, we are soliciting opinions from teachers of the fourth and fifth grade students in the six Magnet/Vanguard schools.

Please make comments and/or recommendations as you desire and return to the Research and Evaluation Department in the stamped envelope provided.

Thanks,

Charles L. Evans

TEACHER COMMENTS ABOUT THE MAGNET SCHOOL PLAN (CHEERS AND/OR JEERS)

All Non-Magnet teacher comments are reported intact below:

Positive Comments:

1. Cheers to the Vanguard Program at _____. I feel it meets the needs of the children and is inspirational to all.

2. I think the Magnet Plan in the schools is a wonderful thing if the pupils that actually qualify be placed in the classes. I know of few children I think that shouldn't be in this class but they are being carried on. One other thing I find about these classes, the pupils seem to seclude themselves from those that aren't in the magnet classes.

3. Works well in our school. Difficult for teachers who have the very low groups all day.

4. The achiever has been challenged! Some of the Vanguard students had to study at last. A self contained room could allow a more flexible schedule. Too much creativity in some areas could overshadow basic skills which a fifth grader still needs.

5. This plan certainly should be provided for our <u>better</u> students. A student should be <u>no lower</u> than 85%. If he or she does not perform as he should in this program he should be dropped from the program. A better program schedule should be worked out for those <u>not</u> in the Vanguard. They should be more settled and identify with one or two teachers rather than going in all different directions all day.

6. The Magnet Plan is the greatest improvement which our school system has made in many years. The magnet teachers at _____ are the very best, most concerned, highly dedicated and professional capable teachers that I have ever know. (Suggestion) A stronger home room spirit could be gained by leaving students in the same home room grouping for Art, Music, and P.E. (with 2 groups per period, one could be Magnet and the other regular) and especially for relays and parties. We have had very few problems except asking just a few children to move to another group for these activities seems too much. The children have been real troopers about these activities, but it has taken real cooperation. This is not necessary and asks too much of a few children. Planning programs in Music has been difficult when some children from 3 different home rooms are in 1 class. Teaching has been a challenge and an exciting experience for me this year! Let's continue this great program.

7. Cheers - a. All students seem to try harder to achieve on the Iowa Basic Skills Tests.
   b. Vanguard children can be challenged to advance at a rapid pace because they are not held back by non-achievers.
   c. In the "remainder" groups average achievers become leaders and gain a better self-image.

   Jeers - a. Some Vanguard children have an egotistic attitude toward non-Vanguard students.
   b. Some teachers object to having the non-Vanguard groups because it is frustrating when most of the class is slow to learn and has no initiative.

Positive Comments (continued)

8. I think the Vanguard schools are a step in the right direction. We have been taking care of our underachievers for some time and in time we see about the higher achievers. The program needs to be more developed and I like the idea of a science room. I think it is good with the foreign languages provided. I would like to see speed-reading provided in our schools. I know it is hard for the teacher of the other classes, but this might be helped by letting each teacher instruct one class in the Magnet or Vanguard schools. They don't the underachievers all day long.

9. The concept of the Magnet school is a marvelous idea. It is about time the advanced student received proper attention. I feel, however, that the standards are too low for admission into the program. I would recommend they be advanced to at least the 85th percentile. If the Iowa Skills Test is to continue to be the one and only factor for qualification, I would recommend that the percentile for admission be as stated above. If the percentile is to remain at 77%, it would be better to include teacher and Principal evaluation with the Iowa Test results to determine if a student is eligible. It has been found that a few students who were admitted with a score of around 77% have not fared as well in the program as they did and would in a regular class with a slightly slower pace. I do hope the Magnet program can be continued and expanded.

10. The vanguard program has worked well in our school mainly because every teacher has cooperated. We have all worked together from 7 to 9 years, so there was little jealousy. The main headache has been scheduling the vanguard classes and then scheduling films, field trips, and other activities around the vanguard blocks of time. That has been the worst problem. Also there should be some provision made to remove a child from the vanguard program who does not perform, is lazy, or a discipline problem. The ITBS scores should NOT be the only criteria for inviting a student to join the program. Also, those children not in the program MUST be made to feel special. Children do feel unimportant or "dumb" when they're not in the program. I tried to solve that problem by taking them on extra field trips and scheduling interesting speakers and programs for the non-vanguard children. If they are not made to feel special too, they feel no motivation to learn, become surly and lazy, and could care less. That's only human nature.

11. There seem to be a Positive response to the program in my bldg. in general. It doesn't seem to have any adverse or negative attitudes effect on the children that are not in the program. According to some feed back from the teachers in the program, parents don't seem to understand that the children in program are not supposed to make straight A's etc. Also that there are children that should not be in the program but they (teachers) don't know what to do about it. Maybe it should be a trial for some for a period of time before the parent is told definite that his/her child is enrolled.

Neutral Comments:

1. I only question the validity of the test, that is given which determines the qualification of the students who qualify for this program.

2. Consider other measures besides composite score. Curriculum needs improving-especially Social Studies. New Science book has been found to be very difficult. If more than one class, do some groupings in Math. Some provisions for above average students entering after Iowa Tests are given.

Negative Comments:

1. I feel if we are forced to integrate, Fort Worth has probably done it as well as could be done. I keep thinking, as a teacher, of all the money that goes into buses and travel expenses rather than into instruction, to say nothing of the large amounts of gas used when we have been asked to save on energy. Most parents still say they want their children in their own area.

2. Since we already had ability grouping, and it was flexible enough to allow adequate change, our inflexible, one test, qualification makes Vanguard a one way move. The program leaves dull, leaderless, grouping for most of the teaching day. The work load had to be increased for non-magnet teachers because of more groups and lower ability groups all day.

3. The Vanguard program tends to look good on paper, but its implementation causes the rest of the school to revolve around its program, thus causing hardship on those teachers and students not directly involved with Vanguard. When Vanguard students go on field trips they are pulled out of other classes, some of which they cannot afford to miss, and the remaining Vanguard students are divded and sent to other rooms. In other words the entire 4th and 5th grades are in a state of disruption. In my opinion the Vanguard program, as it is now, is no different from the top ability groups that have been functioning in schools in the past, other than the addition of foreign language. And in order to take a foreign language the student must take valuable time out of English classes.

   The selection of students for the Vanguard program is not valid. Teachers should have more in-put into the selection and continuing participation of Vanguard students. If a student scores above the 77 percentile in May, but the following September, having been accepted in the Vanguard program, shows that he cannot keep up with the Vanguard requirements, there should be a way to remove him from the Vanguard program without a hassle from the parents, principal, or from the administration.

   Another fallacy with the Vanguard program is the belief that a student who is outstanding in Math is also outstanding in Language Arts (Reading, Spelling, English) or Science. Truly outstanding

Negative Comments (continued)

3. (continued)

students in every subject are few and far between. There should be Vanguard Math classes for those students outstanding in Math, Vanguard Language Arts classes for those students outstanding in Language Arts, and so on. They should be in regular classes for subjects in which they are not outstanding and parents should be made aware of their placement.

4. As an elementary physical education teacher, the division of students for magnet and non-magnet classes has not affected me directly as both categories are re-combined into their original homeroom groupings for Physical Education classes. The Magnet Plan seems to be great for the students and teachers involved in it, however, I sense a definite frustration among the teachers of the non-magnet classes. Every experience teacher knows that there are going to be "some" problems and that there will be "good days" and "bad days"--that is just part of teaching. But at least at the end of the year, you like to able to look back and see some progress and accomplishments, some successes that make the failures not seem not quite so bad. One year at a time is certainly long enough, perhaps even <u>too</u> long for the average teacher to have a classroom in which there is an extremely high percentage of "slower" learners, "lower" achievers, and discipline problems. Perhaps there are a few special teachers that are challenged by this situation, but I'm afraid for most teachers, it is just very frustrating.

   I'm not intending to ignore the effect of this on the non-magnet student. Any <u>benefits</u> they might receive from being in this category, such as less pressure, working at their own rate and level, being offered material appropriate for their ability, will be affected by the teacher's feelings--positive or negative--about the job he or she is doing. The teacher is the <u>key</u> to all learning. With our number of students and teachers, some of the same teachers will have non-magnet classes again next year even if a rotation is used. Not good for teacher morale.

5. a. Students seem excited about the honor of being in the M/V Program initially, but enthusiasm dwindled after a few weeks.
   b. Many children seem under pressure to the extent that they develop physical illnesses when it is time for certain M/V classes.
   c. Some children are making poorer grades in subjects than they did before entering M/V classes.
   d. M/V is a program seemingly designed to perpetuate segregation in education under the umbrella of desegregation.

6. a. Non-magnet (vanguard) classes are too large. Teaching forty vanguard or magnet students is much more easily accomplished than teaching twenty students working a year or more below grade level.
   b. The non-magnet (vanguard) classes are over-loaded with serious discipline and learning problems. These children get worse in this situation because they have no models with good work habits to emulate. They just seem to "bounce against" each other, becoming harder and harder to control.

Negative Comments (continued)

6. (continued)

c. Non-magnet (vanguard) teachers spend all day with students who are harder to manage and plan for and their (the teacher's) classes are not enough smaller to compensate for these disadvantages. Special education teachers seldom work with more than seven or eight children at a time with an aide to help! Non-magnet (vanguard) teachers sometimes have several special education students along with twenty to twenty-five other students in lower level math and language arts classes with no help!

d. Parents are under the impression that the "best" teachers are in the magnet or vanguard program. It does seem that magnet (vanguard) teachers are very experienced with reputations for being strong in the academics and strong disciplinarians. Music and art specialists are being assigned non-magnet (vanguard) classes and though these teachers are by no means inferior in academic subjects parents sometimes think they are. It does not make sense that the most capable teachers should be given the least demanding teaching assignments. Any teacher hired into the Fort Worth schools should be able to do an excellent job with bright, well-behaved, self-motivated students. Ideally, brand new teachers should get their sea legs with magnet (vanguard) classes. After all, those special education teachers working with our most academically troubled students have to be specialists with extra training.

e. Non-magnet (vanguard) classes tend to have more levels making them more unwieldy to teach since the teacher may have as many as three levels and none of them (the students) have the self-discipline to work independently. The vanguard and magnet classes are nearly always one level and these children could work without constant supervision.

f. Enriched and accelerated classes for students who need them is a necessity but not at the expense of other students--especially those good, hard working, and creative students who didn't score 77% and end up in necessarily highly structured classes because of the high percentage of troubled, chaotic students in the non-magnet (vanguard) classes.

g. The satisfactions of working with high performing, self-disciplined students should be shared by all the teachers. Before the Vanguard/Magnet programs were initiated it was rare that any teacher spent the entire day with students working far below grade level. We shared the high and low level classes.

Negative Comments (continued)

7. Identification of Problems:
   a) One test score is not adequate or valid enough to determine participants.
   b) Overall test scores do not provide for accurate grouping in individual subjects.
   c) Vanguard has been overstaffed while Non-Vanguard has been understaffed. Over half of our 4th and 5th grade teachers plus the resource teacher, her aide, and one other aide are working predominantly with Vanguard which includes less than one-half of the children.
   d) There has not been sufficient leadership remaining in non-Vanguard social studies classes to provide for planning and carrying out projects. Also, the children are missing the opportunity to learn to live and work together in our society.
   e) The special privileges provided for Vanguard students has shown discrimination.
   f) Social stigma has become associated with the program.
   g) There have been excessively large numbers of Plan A children, behavior problems and children who need much individual help in the Non-Vanguard classes.
   h) Special problems involved in scheduling has resulted in some children spending as much as 55 minutes a day changing classes.
   i) Reading and math groupings have been extremely ineffective due to the duplication of levels necessary to isolate Vanguard students, thus leaving too few teachers available for all other levels.
   j) Discipline problems have arisen in the constant changing and shuffling of teachers and classes.
   k) There has been significant inequality in teaching assignments.
   l) There really has been little evidence of special instruction for Vanguard other than the foreign language. About all it has amounted to is an ideal environment in which to work.
   m) Some Vanguard teachers have reacted as though their responsibility ends with Vanguard even though they do have a homeroom and maybe one or two other classes.
   n) Conditions have been rather chaotic for good, conscientious Non-Vanguard students who are prime candidates for private schools.
   o) In its present form Vanguard has tended to split the faculty into Vanguard and Non-Vanguard rather than everyone working together in the best interest of all students.
   p) It appears the resource teacher has had too much authority to implement plans for Vanguard without due consideration of the overall school program and other children.

Recommendations:
a) Devise other criteria for selection-possibly a screening committee.

Negative Comments (continued)

7. Recommendations: (continued)
   b) Limit the participants to the top 30 students to avoid having to involve too many teachers in the program. If necessary include the appropriate percent of the top minority students.
   c) Select participants for each individual subject rather than over-all.
   d) Provide for social studies in homeroom groups to encourage all students to live and work together, and to allow for student leadership in carrying out special activities.
   e) Eliminate all special privileges other than those directly related to special areas of study.
   f) If it is necessary for a teacher to work with more than one low group at a time, an aide should be provided.
   g) Assign reading and math groups strictly by ability and appropriate levels. Allow for regrouping of children who have been inappropriately placed this year due to shortage of teachers to handle Non-Vanguard students.
   h) Arrange for Non-Vanguard students to work in homeroom with homeroom teacher to the greatest extent possible.
   i) Let all teachers share equa-ly in Vanguard and low ability classes.
   j) Set forth more specific guidelines as to what is expected of Vanguard teachers and classes.
   k) Make the resource teacher and resource room available to everyone on an equal basis.
   l) Make provisions for some special help for good conscientious students who are having difficulty. This could be done through the resource teacher and special reading teacher.
   m) Make provisions for principals to adapt the program, where nece-sary, to provide for the best interest of all students.
   n) Include all teachers to some degree both in planning and carrying out the program. Leadership principles substantiate that people tend to support what they help to create and what they are a part of.
   o) Appoint a Non-Vanguard teachers committee to discuss problems before formulating plans for next year. It has been very difficult to put these in writing in a concise form.
   p) Test all phases of the program by the Golden Rule. According to the National Leadership Institute this is the key element to successful leadership of anything. You can not lead a successful program and completely close your eyes to what it is doing to others.

MAGNET PARENTS' COMMENTS

Questionnaires (see Exhibit C) were sent to a 50% random sample of parents whose children are transported to the two elementary Magnet schools: Tanglewood and Eastern Hills. These particular parents were selected for the parent survey because their children were assigned to schools out of their neighborhood and might have unique concerns about the program. Fifty-three of 98 parents surveyed responded.

Responses of these parents were extremely positive. Generally, they expressed appreciation for the Plan saying that it provided a challenge and a stimulant for their children. Criticisms varied, although quite a few parents indicated dissatisfaction with aspects of the "bus ride".

All parent responses are reported intact. Responses #1 through #45 were remanded to the Board of Education in May of 1976. Other comments arrived after that date.

EXHIBIT C

FORT WORTH INDEPENDENT SCHOOL DISTRICT
RESEARCH AND EVALUATION DEPARTMENT
3210 WEST LANCASTER
FORT WORTH, TEXAS 76107

CHARLES L. EVANS
Director
FAE LYSIAK
Assistant Director

G. W. FISHER
Coordinator of System-Wide Testing

May 7, 1976

Dear Parent,

As part of this department's efforts to gather evaluative data relative to the elementary school Magnet Plan, we are soliciting comments from a random sample of parents. Please respond as you desire on the form below and return to the Fort Worth Independent School District's Research and Evaluation Department in the enclosed stamped envelope.

Thank you,
Charles L. Evans

MAGNET PARENT COMMENTS (CHEERS AND/OR JEERS)

MAGNET SCHOOL PROGRAM

PARENT COMMENTS

1. I am very pleased with my child for this program this year. I hope it continues.

2. I am very pleased with the entire program of the magnet schools. I have no criticisms about the material or program. The only strong feeling is that my child is finally being taught the subject matter and depth which I feel should be taught every child in every school. I believe for the first time one of my children is being taught the way we were taught 20 years ago, and I like it. The only difference being better teaching aids and better trained teachers. The teachers are outstanding in their rapport and methods and handling of the magnet children. I wish all children in Fort Worth could be taught and offered as normal curriculum what only the magnet program taught. Then we'll have quality education.

3. The Magnet program can be a great advantage to the students, if proper teachers are placed in key teaching positions. Our son was in the program for several months and after much soul searching and conferences with his teacher and principal we transferred him back to his neighborhood school and after returning we discovered he was very much behind in his work. And it will take a while longer before he will be caught up with his peers. The results of his being in the program were--he rode the bus for almost three hours a day--he was in the Magnet program from August 1975 to March 1976--he enjoyed his French and Math--his Reading teacher was lacking in teaching Reading skills--he was transferred back to his neighborhood school--he was very far behind in all areas of his school work--he wishes to continue French in middle school. We will not enroll him in the Magnet program until we see a definite scholastic change that is worth a 3 hour bus ride each day.

4. The Magnet Plan is very good, with one exception; it does not offer a specialized teacher, or a more advanced art program. This is necessary to meet the needs of the Magnet student with <u>real</u> art potential. Perhaps, the art class was not intended to be part of the Magnet Plan, but I know my child has not developed in this area, as potential indicated she should. Hopefully the art program will be improved, so the stuuent can use more self-expression and be more creative as an individual.

5. Jeers: 1) Too much math homework, as many as 6 pages per day
   2) P.E. for first hour of school--<u>bad</u>, <u>bad</u>
   3) Math period cut off for musicals, trips, etc., misc. items
   Cheers: Science programs; all programs are excellent. Thanks to school for initiating this program.

6. I like the Magnet Plan, and I'm very glad my child was able to participate. However, I would like to see some time the student spends at school more relaxed and go ungraded (for example, p.e.).

7. I do think the school is good for advanced students to progress as fast as they have the ability. But I do think there is too much competition between the children in the classroom. And I don't think it is good for a child to be bused from their neighborhood school to a strange school.

8. Thanks for letting our daughter have a part in this fantastic program. It has challenged her more than anything public school has ever offered her, and we are pleased with the way she has matured to meet the challenge. Her weak points have been handled well by the teachers, and we know she has learned how to deal with those problem areas in a much better way. I hope you can expand the program next year!

9. This has been the best year of school my daughter has had since starting (her opinion and mine). I have no complaints or recommendations (unless it would be to know more about what she is doing). My daughter almost worships one of her teachers. From what she has told me, it seems this teacher really knows how to relate to inspire children. To my surprise and pleasure I have discovered that my daughter is color-blind (race-wise); she is white and her teacher is black. The magnet school program, in my opinion, is offering a good education to bright children and also accomplishing positive integration goals. Hopefully, with programs like this, prejudice between the races can decrease, which can only have a good effect on the children, our city and our country.

10. I believe my daughter has learned more in her one year in the magnet program than in the past two years at other schools, but shoe does not wish to continue because the long bus ride interferes with her other activities in our neighborhood such as dance classes and Campfire meetings. I think the bus routes should be shortened.

11. My son has been in the magnet school since the beginning of the year. He has made good grades (almost straight A's) but he's always made those. I don't know enough about the program to give a comment, except that he has enjoyed it very much. He especially likes the school and teachers and seems to have no problems.

12. The magnet program has been very beneficial to my son. Last year he would complete his work before some of the other students and wanted to move on to something else but could not because of the other students. This year is different, he is interested in his studies more because he is learning more and he enjoys the challenge to compete with others on the same level and keep his grades up. The Magnet Plan has been very helpful indeed.

13. We were pleased that our daughter was fortunate to be chosen to participate in this program. She was well pleased with her teachers and the school. She progressed much better than she would have in a regular school program. Thank you for the opportunity of her advancement at a faster pace than normal.

14. I think the plan has worked quite well. Our child has enjoyed school this year--perhaps had more homework than necessary, but really has not complained about it. I'm sorry that this program is not more readily available in schools on the east side. We are pleased to be able to take advantage of the program. Bravo!

15. I would like to comment very favorably on the Magnet Plan. My fifth-grade son is not very competitive in his school work at this point. Average or satisfactory work is all he presently desires. But he does like his magnet friends. As a result, the average, and above, grades he makes in order to stay in the magnet school means he has learned much more than in his "home" school. He has the ability; although at eleven, not the desire. Perhaps this lack of desire will not harm him because the magnet school pushes his potential and not the potential of the average or below average child in his school.

16. I like the magnet program, it gives the pupils a better chance instead of holding them back because of the slow learners. My husband says that the teachers should be better qualified to teach in the magnet system. We know of one who taught second grade is now teaching fourth grade in the magnet. What makes her qualified to teach in the magnet system. Pupils shouldn't be held back because of slower students. Teachers should leave their personal problems at home instead of taking it out on the pupils.

17. Pros: My child loves her Spanish class! It really has motivated her learning about other people and cultures! In general we are very pleased with the program.
Cons: The bus ride to the magnet school is entirely too long. My child is on the bus 2 hours, round trip. I wish more buses were available to cut down on bus time!! It takes a lot out of the children!

18. My overall response to the magnet program is very positive. I feel my child was challenged in school more than any previous time. It appears that there was much more effort to develop creativity and independent thinking of child than in regular programs (i.e., book the children are writing). She had far more homework and tests seemed to be harder; however, in some comparison with children in regular classes pace of study and content seemed to be similar.

Unfortunately, our pleasure with the magnet program has influenced a decision to take our child out of public schools for the next year or perhaps three. I do <u>not</u> have a good opinion of Fort Worth middle schools. Our oldest child did exceptionally well in elementary school, went to middle school, her skills tests dropped and by the time she reached high school, her achievement level was below average in several key areas (TO MAKE MATTERS WORSE, her grades in

18. (continued)
middle school were all A's and B's!). We have spent the last two years in extra reading classes, special summer reading classes trying to bring her up so that she will be able to go to college. I am pleased she has had some excellent teachers in high school which have helped. With that experience, I have decided for our youngest daughter to complete a successful year in the magnet school then go on to the middle school as I perceive it would be a disservice to her. I sincerely wish there could be a continuation of the magnet plan as was experienced this year through the middle school.

19. We all give one of the teachers three cheers. She has been a consistent good influence and inspiration. Our child has been extremely motivated--a sort of self-motivation--that has given her confidence and satisfaction with her achievement. I asked her what she liked most about school this year; and she replied, "Everything!" Although the Spanish teacher has done a good job, our daughter became impatient with Spanish--she wanted to be able to converse more in the new language. Such a program as this is long overdue; I'm just sorry she didn't have this advantage sooner. Hopefully, whatever is being planned for middle school will keep them from feeling they have wasted their time this year. She has truly learned to enjoy learning, and school has been a pleasure for her (and consequently for us). We have also been very pleased with the facilities at the school and with the acceptance of and by the staff and "home school" parents. They have all certainly aided in the "outsiders" feeling a part of the school community. Whatever criticism we have for FWISD does not apply to the Magnet program. Thank you for a challenging year, an educational experience.

20. Cheers for the Magnet program! It has changed the attitude of my daughter from just so-so to enthusiasm. The teachers I have come in contact with are of a much higher caliber, please keep it this way. They seem to stimulate the students and the youngsters respond. I am highly satisfied with the program, and I hope my daughter can continue with it for all her school years.

21. As the mother of twins (one accepted to Magnet, the other eligible but not accepted), I find little difference in the program offered by the regular and magnet schools with the exception of language. For those who dod not have the advantage of a "regular" school such as ours, the magnet program probably offers a great deal. The disadvantages in the magnet program have appeared in subtle forms; our child in the regular school was offered the chance to attend Time to Explore classes this summer. The magnet school child was not--last year both were offered the chance to attend these classes and both participated. The child in the regular school made straight A's; the child in the magnet school did not always make straight A's, although the B's were in handwriting and A's in other "basic courses" (such as math, English, etc.). I find because of the problem of twins, that magnet plan has not been that valuable to my children because of the high caliber of education available at their home school. I am also concerned about what happens to magnet schoolers and brighter pupils in the Fall at the sixth grade level.

Magnet Parent Comments

22. I have been very pleased with the magnet school program this year. It has offered a challenge to my child that I think she needed. She has always made good grades on subject matter but the teachers have had a hard time holding her attention. She has enjoyed this year very much. The teachers have had well planned lessons. She has developed a keen interest in science. The physical education program at her grade level is very outstanding. I must admit that some of the lesson assignments have been, or to me, seemed a little hard, but my daughter got the work and seemed to enjoy the challenge so to us it has been a very enjoyable year.

23. We think the magnet plan is great for our daughter. She has much more in common with these boys and girls. She is reading in a sixth grade reading book by herself, but is about the same level on other studies, I think. We are very pleased with the school and all the teachers. My dislikes are the fact that she is bused out of the neighborhood school and that she is on the bus 45 minutes morning and afternoon. But we think in the long run the magnet plan is a great step in the right direction.

24. I believe the magnet program provides a better learning environment for my child. There is some challenge for the students. In the previous year, my child's class had been "held back" at several points to allow the teacher to concentrate on working with the slower children. This is a dangerous situation - allowing for boredom to set in, with the risk of "turning off" a bright child. I was trying to figure out how I could transfer to a private school for the fourth grade, when the magnet program was announced, and she became eligible. The manner in which those children are bused is pathetic -- (one child being picked up from fourteen different schools) with that little bus running from one side of town to the other -- but it is probably as well done as possible, considering the framework. At last something in public education has been done to benefit the above average child, and I think the school district is to be commended for instituting the plan. Please keep it up.

25. I have been very happy with the magnet plan, especially the outings they appeared to be well organized and each one was not only enjoyable to my daughter, she seemed to have learned a great deal from each one. I would like to understand the grading system a little better. My only jeer is the bus system as being unsatisfactory regarding the schedule not being coordinated with other bus schedules. I do commend you on a job well done overall.

26. We have found the magnet plan rewarding and refreshing. Our son apparently is quite pleased about the program. We echo this feeling in that his interest in learning seems to have deepened.

27. I am thrilled with it. Our child has never displayed such interest in school and learning. You are to be commended on this program. I hope it continues in the sixth grade. I would like to see our child able to keep up her foreign language and music. also. The The teachers at the magnet school were exceptional.

28. I consider the program very good, and we are happy that our girl was selected to be in the program. I can see that she has advanced mentally in many ways and hope that the program is continued for her and others that want to take part in the advanced education of their children (P.S. Put some air conditioning in the school with our tax money). The magnet school has given our daughter more confidence, she is more interested in her piano studies and reads anything she can get her hands on. Also math seems to be more fun for her since she has some problems there sometimes. I would like to mention the PE program. The work the PE teacher does with the children is great. All the teachers our child has are wonderful. I like the encouragement that one of the teachers gives and the notes she writes on the child's report for good work. It makes our child want to do twice as good next time. Also her homeroom teacher for talking with us on several occasions and giving us good reports. I wish and hope that this program will continue from now on.

29. We feel our son gained by going to the Magnet school because he had higher goals to reach for. He worked harder because more was expected of him. He had more opportunities to participate in extra-curricular activities as teachers did not have to devote time to slow students. We did not like the two hour round-trip bus ride as it made an awfully long day for the kids. Also because the school was so far away from home there was a communication barrier between parents and teachers.

30. I don t quite know what to say other than that at first our son was kinda unhappy being away from his home school, but as time went by he got more adjusted and now he is just doing real well and looking forward to another year. He loves all of his teachers which is wonderful. I have no complaints. I think it's a wonderful thing these kids can go on and learn and not be held back and this program gives them the chance to really show what they can do. My child really works hard, and that's what counts the most, and as long as he is happy I'm happy. I won't even complain about the busing. Would you say this is cheers or jeers? I'm better at talking than at writing.

31. As a total I feel the magnet program has been a successful step. I can think of only two things that could be improved on - 1) the children need textbooks for the foreign language they are taking, and 2) since children in the magnet program are in the top percentile, their studies might include some more challenging work. By that I mean - in science; visit a science fair in which high school students have participated, etc.; in math, see how computer operators must know math (visit and watch a computer in action), etc. If each class had a little extra project, field trip or extra material to supplement it, the children might really learn and be willing to accept any challenging ideas that come up. This really has nothing to do with the magnet program as a learning tool. It has to do with the transportation! My daughter spends 1 hour going and 1 hour coming on the bus each day. I do believe something should be done about that. I have no suggestion for that. I sincerely appreciate the time and trouble that one or several ones went to to make this magnet program

31. (continued)
possible. I felt a couple of years ago that those who were more advanced need to be in a class where they weren t held back. Programs were set up for slow learners; remedial reading and math were available. The average student was fine--the text and teachers went at that speed--average. The more advanced students finished their work and got to help those slower students or just sit until everyone was through. Now--Magnet Plan!!! Thank you!

32. We have been very pleased with the magnet program. It was just what our son needed. I hope the program will be continued. I would like to see the program made available to all children who are able to do this type of challenging curriculum. Once a child is in the magnet program he should always be in it as long as his grades are kept up. Thank you.

33. There is really no way that I can express to you how great the Magnet Plan has been for our son. He has been so happy working with his teacher and the other students in his group. I believe that his desire to learn has been doubled, and he has shown great concern that he would not get to continue with this sort of program in the years to come. I really appreciate all that the Board has done in developing this opportunity for these gifted children.

34. I think the Magnet program is great. My daughter has had an opportunity to learn at her own speed without being held back. I appreciate the school system for their thoughtfulness in this program. She had a chance for advanced learning, yet she was not "set apart" from the other students. The bus ride would be the only jeer.

35. I must say I have been very pleased with the Magnet Program. The teachers all seem to be very concerned about each child's problems as well as their progress in their school work. The only complaint I have is that my daughter seldom brings home any papers or tests that she has had at school. I'm not aware of what her grades are until she brings home a report card. I think parents should be more informed about their child's grades from day to day instead of just at report card time.

36. The Magnet program we had this year, in our opinion, has been just great. Our child has never been happier. We have nothing but good things to say about it. We have nothing but praise for her teacher, a super great teacher, and also for the school for being so nice to us. Thanks for this good experience. Hope it continues.

37. As best I can tell, my son is better satisfied attending the magnet program. He does miss his "home" school, but doesn't complain of "boredom" and "doing the same old things over and over". That was a constant complaint before the magnet program. Therefore, I think the program is accomplishing its goal--to keep the student alert and constantly moving toward more knowledge and building a healthy curiosity about the unknown.

Magnet Parent Comments

38. I think the Magnet Plan was a very excellent idea to inject into the schools of Fort Worth. Since my daughter has been attending the magnet school, she has participated in some activities that are not a part of the other elementary schools, and her grades have improved. We are all very pleased with the Magnet Plan.

39. This might work--didn't work for my child this year--the science program is good and a wonderful opportunity to learn--the math program is not good--my child learned much more in math when she went back to her home school, at her request. Having children go to a magnet school at an earlier grade might work better--my child missed her friends at her home school too much. I feel she did benefit some from having to be dependent upon herself to learn. The language arts--reading--science program I felt were good. The situation of having some children having the magnet school as home school to some of the children makes things rather difficult for the children bused in--they tend to get preferential treatment by teachers who had been in the school before. The math situation in all schools is terrible--Do Something!

40. The degree of efficiency and accomplishment that my daughter has gained since her enrollment in the "Magnet Plan" meets our approval to the highest. We are very proud of the results and benefits that are being reaped from your program; it has been very beneficial to both her and her family. We look forward to her continued progress as a Magnet Plan student and encourage her efforts to be a success. Your finished work at the close of school proves to be a well produced, well planned program.

41. "Cheers!!" I think the Magnet program is great. My daughter has done really well this year. Her teacher is a fine teacher, her method and award system is different from any other teacher she has had. The only problem is the "busing". Our child has to catch it at 7:30 and does not get home until 4:15. This is such a long day on a bus, it really tires her out. Why can't more buses be "assigned!!"??

42. I am very pleased with the results my daughter has obtained during her involvement in the magnet program this year. I am sure next year will show even further improvements in her school work.

43. My son was thrilled to be in Magnet Plan this year, he enjoyed the different program activities, etc. He is looking forward to being a Magnet school student for the 1976-77 school year. I would also like to say his school grades were much better this year. I highly recommend the program.

44. We were very pleased by the Magnet program. My daughter finally learned how to study, for this we are very thankful. Her teacher was such an outstanding teacher and even spends his Saturdays helping his pupils build and fire rockets. He's interested in every pupil and really knows their strengths and weaknesses. He has made learning an exciting experience and a challenge the children seem to enjoy. One of the other Magnet teachers did not know that my son was in her math class. This conversation took place in March. My only disappointment was the emphasis on physical education. While important, I do not believe it should be the only subject my children worry about. We did not send our children to the magnet school for Physical Education.

Magnet Parent Comments

45. My husband and I feel that the Magnet Plan is great. We feel our son has really done good in this plan and received a lot out of it. We just hope the Magnet Plan continues and he will get to go on with it through middle school and high school. "We're all for it".

46. As a whole I've been very pleased. I'm sure the results will take a while before it comes to light. At the first of the year, my daughter came home excited; I was anxious to see if it was permanent. The learning interest I believe has stayed throughout the year. Our teachers seem to be excellent in creating interest in otherwise dull subjects. My only complaint was allowing a man to come in selling flowers of Kleenex for 25¢ to $3.00 to the pupils. In my way of thinking, schools should teach children to watch out for such things not encourage it. The ones that didn't have the money felt bad and the ones that spent it found out when getting home they could have made a whole box themselves for 25¢.

If this was a teaching situation, parents should have been made aware of it ahead of time. I have a feeling the school office was unaware of the situation. I could never get ahold of anyone in the office immediately, therefore it may have been a bad happening. I hope so.

Out of one whole year that is all I have to complain about. One other thing, the bus driver has been just wonderful. He has been so kind and thoughtful. If it hadn't been for his watching, several times drivers wouldn't stop for the bus, children would have been hit by cars. He has been very patient with the children and that really is something with that many children of that age.

I asked my daughter the difference between this school year and past year, and she said these teachers explain things a lot better. I asked her how and she said they make it so simple even her little first grade brother could understand. That is a compliment to the teachers, I think.

47. Hooray for Magnet School Plan. This program has solved many problems for our son. Because his learning ability was above that of his classmates (before Magnet) he finished his work early. Therefore, with idle time and nothing more to do, his mind became mischievous and by the fourth grade we had several disciplinary problems. Since magnet we have no problems with _____ because of school or classmates. Hooray for Magnet. P.S. Mr. _____ at _____ is a marvelous person!!

48. 1. Difficult to leave activities and friends at home school. Adjustment slow because child could not see anything "special" about magnet school. Most of day spent with regular students in regular school program.
2. Magnet teachers well-qualified and interested in students.
3. Too many programs--the practice resulted in boredom and loss of valuable time.
4. Too many field trips to familiar places. Field trips definitely need more planning and creativity to offer magnet students new experiences for learning.
5. Physical education time much too programmed and demanding. Need more team activities that students enjoy instead of the constant testing. Those not being tested just "sit".
6. Academic evaluation: Math is excellent, progress evident; Science is excellent, well-planned, interesting; Social Studies is average, could have been made more interesting; Reading is poor, child did

48. (continued)
not progress nor have the interest that he had last year, no incentive for outside reading or follow up reports: Language is poor, much work needed on composition, grammer, punctuation, etc.

I have attempted to give you an evaluation of Magnet School based upon expressed feelings of our son plus our own observations. For a first year program, I feel it went quite well, and I am sure it will improve next year. We are pleased that some thought, attention, and money is being directed toward the child who can excell academically. Thank you for your interest in our children.

49. I am very pleased very much with the program. My son is doing very good and loves to go to school at _____. The only thing that I can say against it is that all the children that should be in the program can't attend. But on the whole, I am very glad that our children have the program.

50. Cheers--it's about time the gifted children are given special attention instead of being lowered to the level of the less able children. However, to be of total value the program must cover middle and high school--expanded as necessary to really challenge the students. In our experience the program has worked well on the elementary school level. One concern on the high school level is the lack of followup courses--for example, guitar was given for one term only. If it is going to be offered it should be such that the student can progress from basic through advanced, not dropped after a short learning session. On the whole, the program appears to be working well with our child.

51. We are glad Fort Worth finally recognized the needs of the gifted children. Our only hope is that the program will grow to fill the appetites for learning in all areas in these hungry minds.

52. We are for the magnet plan very much. Our daughter has always liked school, but this year she has loved it--she has had to study and do some thinking this year which she hasn't had to do before--we think this year has been very good for her and we are glad she has had the chance to be in this program and hope she can go on in the magnet program. I wish something like this had been set up before now, but I'm glad it is now.

I do wonder about middle school and senior high. I realize there is a magnet program set up--but it is after school. Can it be set up so that the magnet program can be during school as it is in the elementary school (4th and 5th grades)? I hope so. I know talking to other parents, it would reach more students if it were during the school day instead of after.

Thank you for letting us have the chance to tell you how <u>great</u>! we think this program is in the elementary grades. Hope it can be changed some for middle and senior high schools.

53. Only cheers for the on campus program. Excellence in faculty is noted. I am very concerned for _____'s safety while walking to her bus stop and during her wait for the bus. Am also concerned for her safety on the bus due to regular driver's driving (i.e., speeding citations, other students' injuries) Hypocritical behavior of driver in presence of students sets bad example.

53. (continued)
Production of programs at _____ far above those of other schools. The Christmas program was especially well done.

I have been remiss in not conveying my accolades to the producers and participants of the fine programs I have witnessed at _____. Should your channels permit it, please convey my congratulations.

MAGNET-VANGUARD PRINCIPALS* OPINIONS

An open-ended questionnaire (Exhibit D) was sent to each principal of a Vanguard or Magnet school. All five principals who returned the anonymous questionnaire favored the Plan. Two of the five indicated that a few problems exist that need attention. Principals' comments are reproduced intact below:

Specific Comments of Magnet-Vanguard Principals:

1. The Magnet Plan for _____ has been very successful. The phone calls and other feedback we get is evident that parents and pupils are greatly pleased with the program. The Magnet Plan pupils sincerely do not want to miss school.

2. The Vanguard program at _____ has made it possible for us to extend our efforts toward individualizing instruction. We believe we have more adequately provided for the learning needs of these children. The program has made it possible for us to challenge the children as well as being able to make the learning experiences more interesting and exciting. Through this plan of organization, we have been able to allow children to practice more self-direction and independence. This has resulted in more creativeness and self-confidence. We have tried to avoid undue pressures, but at times we have put the children under pressure to see how they respond. The program has helped us to make better use of time. Because of this, the children have done much more in certain kinds of activities. They have done extensive reading and have enjoyed special projects. The attitudes of the children have been very good. They feel like privileged people only in view of opportunities. We have made them aware of the fact that they are expected to make special contributions to the school just as all children are capable of making some kind of special contribution to the school.

3. Generally, the following advantages for students have been apparent:
    1. Student self-image has improved because of being in the vanguard program;
    2. Parents have enjoyed an improved image of their vanguard-pupil offspring;
    3. Foreign language instruction has served as an exciting element, enhancing the image of the program, its participants, and the school in general; and
    4. An improved response to Iowa Tests seems easily apparent.

    The following problem areas have been noted:
    1. The Iowa Test Composite minimum score of 77%ile seems so low as to get too many ability levels into a vanguard class;
    2. Scheduling is difficult. For example, time to each foreign language, which other students don't have, must be taken from other subjects within a 6-hour day;

*Opinions of other FWISD principals were reported in the Research and Evaluation report of January, 1976 (Appendix A, pp. 51-52).

EXHIBIT D

FORT WORTH INDEPENDENT SCHOOL DISTRICT
RESEARCH AND EVALUATION DEPARTMENT
3210 WEST LANCASTER
FORT WORTH, TEXAS 76107

CHARLES L. EVANS
Director
FAE LYSIAK
Assistant Director

G. W. FISHER
Coordinator of System-Wide Testing

April 30, 1976

TO ALL MAGNET SCHOOL PRINCIPALS

Dear Principal,

Any comments that you might care to make at this time relative to the Magnet/Vanguard Plan are solicited. Please return to the Research and Evaluation Department in the stamped envelope provided.

Thanks,

Charles L. Evans

MAGNET PRINCIPAL'S COMMENTS ABOUT THE MAGNET PLAN

3. (continued)

3. Some conflicts see built-in. Example - The need to give some "different" instructional opportunities to Vanguard students while providing equal or identical activities for all others.

   The requirement to teach Vanguard students in vanguard groups in heterogeneous groups.

   The requirement to do ability level grouping in Vanguard and to maintain ethnic balance in Vanguard.

Overall, the program is valuable and should be continued and improved.

4. Most pleased with the program.

5. I believe this has been a good program this year. However, it can be better next year because we have learned from this experience. I do not think the pupils should be separated in Reading or Math but should work with others at their level regardless of whether they are Vanguard pupils or not. Further refinement of guidelines in writing would always be helpful and give stability to the program.

SUMMARY OF OPINIONS

Magnet-Vanguard teachers and principals and Magnet parents expressed considerable confidence in the Magnet Plan. Magnet-Vanguard teachers reported implementing many types of enrichment that they did not usually utilize.

Magnet-Vanguard teachers and other classroom teachers strongly recommend upgrading the criteria for placement in the classes. Specifically, these staff members indicated consistently that teacher/principal subjective assessment of the students should be included in the placement criteria. Many non-Magnet-Vanguard teachers also expressed the feeling that the Plan created unequitable teaching assignments.

Non-Magnet principals' opinions were gathered during mid 1975-76 and were reported in that time (Appendix A, pp. 51-52). Many expressed the opinion that they were able to provide an adequate enrichment program for high ability students in neighborhood schools.

APPENDICES

APPENDIX A

Initial Opinions About

the Elementary Magnet School Plan

INITIAL OPINIONS ABOUT
THE ELEMENTARY MAGNET SCHOOL PLAN
Department of Research and Evaluation

Overview

The Magnet Plan

Two elementary schools were identified as Magnet Schools--Tanglewood and Eastern Hills. Fourth and fifth grade FWISD students who scored at the 77%ile on the ITBS (Composite) or better were declared eligible. Letters were sent to those students (Appendix A) asking them to complete an application blank (Appendix B). Of approximately 1300 students who qualified, around 900 made application.

Four elementary schools--J. T. Stevens, Westcreek, Waverly Park, and Ridglea Hills--were identified as Vanguard schools because of the large number of students qualifying. These schools developed enrichment programs for qualifying students at their home school.

Of the remaining students, all Black and Chicano students were assigned to Magnet schools, and approximately 200 Anglo students were randomized for inclusion. The remaining group of approximately 300 Anglo students were placed on a waiting list as alternates. All schools have named Advisory Committees that include parents. Most of these groups have met at least once.

Data Gathering Procedures

For purposes of this report, the two elementary schools that are receiving students from other FWISD schools will be referred to as 'Magnet' schools; the four elementary schools providing a magnet program for in-school students only will be called 'Vanguard' schools.

Initial opinions about the Magnet Plan of principals, teachers, and parents were obtained for the present report. Principals and teachers at all Magnet and Vanguard schools were interviewed. Opinions of Magnet school parents on the Advisory Committees were obtained at committee meetings; comments of Vanguard parents on the Advisory Committees were solicited by mail.

Comments of principals of schools who send students to the two Magnet schools were also solicited anonymously by mail.

Opinions of Magnet Plan Staff and Parents

Topic 1. The Magnet School Idea

The idea of developing a special program for high achievers was viewed with great favor by all groups and all individuals. Many, particularly parents, expressed the hope that the idea would be extended to include middle school grades.

Topic 2. Student Selection Procedures

Both teachers and principals consistently expressed the opinion that 'teacher judgment' should be a factor in student selection for the program.

Both teachers and principals generally expressed the opinion that the 77%ile was too low a standard.

One suggestion was to require a 77%ile on both the reading and math sections of the test.

Topic 3. Student Exit Procedures

This issue, of course, overlaps with selection procedures. No procedures or guidelines were available for local school staffs, so each school is dealing independently with the issue.

Some schools have arranged for students to be returned to regular classes, generally involving the parents in this decision. At other schools, staff members understand that students are not to be excluded, whether their work is satisfactory or not.

Topic 4. Newly Qualifying Students

Magnet-Vanguard schools are trying to include approximately 100 students who newly qualified for the program in the fall of 1975.

No clear direction has been established as to how to deal with students who do not qualify for the program initially, but do so at a later testing date.

Related to this pupil question is the problem of overloading class size as new students qualify.

Topic 5. Class Size

Magnet-Vanguard class sizes are generally larger, tending toward 35, than regular classes. Students who qualified for the Magnet program this fall will further enlarge these classes, and principals indicate that they are hoping for relief in the form of additional personnel.

Topic 6. Teacher Selection

Magnet school teachers were selected from FWISD applicants. In Vanguard schools, principals have selected teachers for the program from within the present staff. In some cases, a few teachers teach all Vanguard classes. In others, several teachers teach one or two sessions of Vanguard classes, spending the remainder of the day with regular classes.

In both Vanguard and Magnet schools, it is common for teachers to teach in the area of their strengths, changing with other teachers for selected subjects.

Topic 7. Variation of Student Ability in Magnet Classes

Several schools have ability-grouped students within the Magnet-Vanguard program to allow for the variation of ability within these classes.

Some teachers expressed the opinion that many Magnet-Vanguard students lacked strengths in specific academic areas, and more time was necessarily spent on basic skills than had been anticipated.

Schools are generally coping with individual differences within these special classes in the same manner with which they have previously coped with it.

Some schools previously carried out extensive ability-grouping, and several staff members indicated that the previous grouping (by subject) produced more homogeneous groups than the Magnet Plan.

Topic 8. Available Resources

Some staff members indicated a need for a special budget from which funds could be used for the financing of special 1) equipment, 2) teaching supplies and materials, and 3) field trips.

From time to time, staff members expressed a need for sources for funding as well as for direction, pointing out that special resources had not been supplied for the program.

Topic 9. Scheduling

Schedules generally called for students to attend Magnet-Vanguard classes for one-half day and to be mixed with regular classes during the other half.

Magnet-Vanguard students are mixed generally with other students for art, music, lunch, physical education, recess, and in homerooms at most schools.

Topic 10. Enrichment Activities

Except for foreign language, the Magnet-Vanguard instructional program is similar to the regular program in terms of areas of study. Magnet-Vanguard classes include math, reading, language, science, and (at some schools) social studies. Vanguard-Magnet students also study a foreign language (see Topic 11).

Teachers indicate that they are implementing enrichment strategies and ideas to a greater extent than ever before and that they are as stimulated as students by the Plan.

Examples of increased enrichment activities are....

science experiments
field trips
publication of newspapers
creative writing
independent study
outside speakers

Teachers indicated that enrichment activities were curtailed by a) lack of time to plan, b) lack of funds to obtain materials, and c) the problem of excluding other students in the school from opportunities planned for Magnet-Vanguard students.

Topic 11. Foreign Language

At most schools, students have the option of French or Spanish. Generally, about 80% take Spanish. Schools who offer French do so by sharing a teacher.

Foreign language is offered 15-20 minutes each day or 30 minutes or so two or three times weekly. Students must leave other classes in progress, usually language arts, social studies, or science, for instruction in French. The time allotted for French seems to include traveling time between classes.

Parents identified the foreign language opportunity as an outstanding strength of the Magnet Plan.

Topic 12. Student Exclusiveness

Most staff members indicated that Magnet-Vanguard students did not, at this time, perceive of themselves as particularly different or exclusive. Staff members felt that this was due to students' previous experience with individualized instructions and/or ability-grouping. In this context, the Magnet Plan was perceived an extension of previous or existing programs that utilized grouping to facilitate special instruction for special needs.

Topic 13. Attendance

Staff members at Magnet schools indicated that attendance of bused students was very high (see Topic 14).

Topic 14. Student Attitude

Student attitudes were perceived as very strong by all groups: principals, teachers, and particularly parents.

Parents generally expressed the view that their students were unusually enthusiastic about going to school each day and were highly motivated by the program and by the special challenge of trying to keep pace with the other high achievers.

Topic 15. Report Card Grades

Staff members consistently indicated that clarifying directions about grading would be helpful. Most indicated that "C's" were not unusual due to specific weaknesses of students. "C" may comprise up to 20% of grades given at one school.

Conflicting opinions about central administrators' instructions were reported by staff members. Some staff members understood that they were expected to give only "A's"; others understood that grades would be the same as previously made in regular classes.

Parents did not indicate any dissatisfaction with grades, although several expressed appreciation for the 'ABC' method now in general use.

Topic 16. Impact on Regular Classes (These comments refer to impact in Magnet or Vanguard schools only: see final section for comments of other principals on impact of the Plan on schools who bus students to the two Magnet schools.)

The buildup of class sizes in Magnet-Vanguard classes has lowered class sizes substantially in regular classes. Regular classes usually have 5-10 students fewer than do Magnet-Vanguard classes.

Some teachers feel that students in regular classes have increased opportunities to emerge as classroom leaders.

Occasionally, it was indicated that regular class students and their teachers might incur some dissatisfaction when they were excluded from opportunities and resources afforded students in Magnet-Vanguard classes.

Comments of Regular School Principals

Principals of schools from whom students were transferred to the two Magnet schools were given an opportunity to make anonymous comments regarding the Magnet Plan. Of 47 questionnaires sent, 29 were returned. Of these,

nine contained only favorable expressions, four contained both favorable and unfavorable remarks, and seven expressed unfavorable opinions only. Nine others expressed no opinion.

Principals who made favorable comments focused on the extra opportunities afforded rapid learners by the Magnet Plan. Several expressed the hope that the Plan could be extended to include all students who qualified.

Of those who made unfavorable remarks, two comments appeared regularly. First, several principals expressed the view that their own instructional program was as effective as that provided by the Magnet schools. Secondly, several principals indicated that their schools suffered a loss of leadership in losing better students.

Summary Statements about the Magnet Plan

Very positive initial feelings about the Magnet Plan were expressed by principals, teachers, and parents of Magnet Plan students. Of these groups, all expressed approval of the idea of providing these high ability students with an enriched curriculum in a homogeneously grouped class for one-half of the school day. Expressions by teachers and parents indicated that teachers as well as students were responding with a great deal of motivation and industry to this special challenge.

There seems to be general agreement that, although the Magnet Plan has been satisfactorily operationalized, it is now time to intensify planning with regard for the on-going development of the program. It is felt that dialogue would be particularly useful in relationship to....

1) student selection procedure;

2) procedures whereby newly qualifying students are entered;

3) procedures whereby students fail to qualify on future tests;

4) procedures for dismissing students who are, in the judgment of teachers, misplaced;

5) grading practices;

6) provision of funds for special field trips, enrichment activities, and special materials;

7) time allotted to foreign language instruction;

8) the extent to which Magnet-Vanguard students may be provided with opportunities to which other students may be excluded;

9) the possibility of continuing a similar program at the middle school level; and

10) the increase of class size as new students qualify.

APPENDIX B

Number of Test Scores for Analysis

APPENDIX B

Number of Subjects

All Magnet students were tested but only Anglos were included in the analyses. Approximately 60 (30 at each grade level) were neighborhood, students and approximately 150 (75 per grade level) were bused from other schools. The two combined groups of Anglo students at the two Magnet schools approximated 200 (100 at each grade level).

Vanguard schools enrolled approximately 360 students (180 at each grade level). However, data from one school was not verified after the spring testing and was eliminated; therefore, approximately 280 students remained in the analysis. A fifty percent sample produced data on 160 Vanguard students (80 per grade level) for final analysis.

Of the 300 plus alternates, only 120 were in schools that were retested in the spring (or about 60 per grade level).

The numbers of fourth and fifth grade students for whom fall-to-spring scores were available for analysis are: bused Magnet 139; total Magnet 197; Vanguard 159; and Alternates 103.

APPENDIX B
(continued)

Table 1. Magnet School Students

School	Home Magnet		Bused Magnet		Total
	Grade 4	Grade 5	Grade 4	Grade 5	
Eastern Hills	18	11	65	43	136
Tanglewood	18	21	35	48	123
Total	36	32	100	91	259
Minorities			17	26	43
Tested	31	30	80	59	197

Table 2. Vanguard School Students

School	Grade 4	Grade 5	Total
Waverly Park	Omit	Omit	Omit
J. T. Stevens	58	61	119
Ridglea Hills	34	35	69
Westcreek	59	56	115
Total	151	152	303
Minorities	15	9	24
Tested (50%)	77	82	159

APPENDIX C

Magnet Plan Students by School

APPENDIX C

Table Magnet School Enrollment/Applicants by FWISD Elementary School

Quartile		School	Sch. No.	Col. 76 (Code 1 or 2 Participating	Col. 76 (Code 4) Alternates	Col. 76-Code Did Not 5) Apply	Total Qualifying
2	*	Springdale	1	3	2	0	5
			2				
1	**	Worth Heights	3	1	0	7	8
3	**	North Hi Mount	4	1	2	7	10
			5				
2	*	Stephen F. Austin	6	1	1	1	3
		Morningside	7				
1	**	DeZavala	8	0	0	2	2
1		Charles Nash	9				
2	**	E. M. Daggett	10	1	3	5	9
			11				
2	**	Sam Rosen	12	1	1	4	6
1	**	Circle Park	13	2	3	12	17
			14				
1	**	Denver Avenue	15	1	1	2	4
		R. Vickery	16				
			17				
2	**	George Clarke	18	1	3	1	5
1	**	Lily B. Clayton	19	1	5	4	10
1	*	D. McRae	20	1	1	1	3
1	*	Poly	21	5	0	4	9
3	*	Tandy	22	1	1	2	4
2	*	Sagamore Hill	23	3	3	3	9
1	*	Riverside	24	1	1	2	4
1	**	Diamond Hill	25	1	0	0	1
1		Washington Heights	26				
2	**	W. J. Turner	27	1	3	4	8
4	**	Arlington Heights	28	1	5	8	14
4	**	South Hi Mount	29	4	14	16	34
3	*	David K. Sellars	30	8	7	26	43
1		Brooklyn Heights	31				
2	**	R. H. Carroll	32	6	1	11	18
2	**	Hubbard	33	1	6	11	18
2	**	South Fort Worth	34	0	3	4	7
2	*	Oaklawn	35	3	1	0	4
3	*	Forest Hill	36	7	5	19	31
	**	Alice Carlson	37	5	14	11	30
	*	Oakhurst	38	4	5	12	21
3	*	East Handley	39	14	7	11	32
4	*	Meadowbrook	40	13	12	16	41
3	*	Oak Knoll	41	2	3	0	4
1	**	H. V. Helbing	42	2	2	0	4
		S. S. Dillow	43				
4	**	Westcliff	44	3	16	20	39
4		J. T. Stevens	45	119	0	15	134
			46				
4	**	Mary Louise Phillips	47	2	15	11	29

APPENDIX C
(continued)

Quartile		School	Sch. No.	Participating	Alternates	Did Not Apply	Total Qualifying
3	**	Ridglea West	48	1	5	3	9
3	**	Bluebonnet	49	2	13	3	18
2	*	Glen Park	50	5	2	4	11
2	**	Wycliff	51	2	2	0	4
			52				
3	*	West Handley	53	5	2	1	8
3	**	South Hills	54	5	10	16	31
		Mitchell Blvd.	55				
3	*	Bonnie Brae	56	3	1	12	16
1	**	M. H. Moore	57	2	0	5	7
4		Ridglea Hills	58	69	0	11	82
3	**	Greenbriar	59	1	13	11	25
2	*	Carter Park	60	6	3	14	23
		Eastland	61				
2	**	Burton Hill	62	2	6	4	12
2	*	W. M. Green	63	0	0	4	4
4		Eastern Hills	64	29	0	3	34
4		Waverly Park	65	63	1	23	87
4		Tanglewood	66	39	0	4	44
		A. M. Pate	67				
4	**	Bruce Shulkey	68	11	32	8	51
			69				
		James E. Guinn	70				
		Milton Kirkpatrick	71				
			72				
		Como	73				
			74				
		Versia Williams	75				
		Maud Logan	76				
		Carver-Hamilton	77				
		Maudrie Walton	78				
		East Van Zandt	79				
3	**	Benbrook	80	10	24	11	45
		Sunrise	81				
		Carroll Peak	82				
			83				
3	**	Theodore Willis	84	3	11		29
4	**	Western Hills	85	6	17	22	45
4		Westcreek	86	115	0	13	128
3	**	J. P. Moore	87	3	20	19	42
4	*	Atwood McDonald	88	22	12	19	52
		AGGREGATE		624	320	477	1421

* Attend Magnet School #64, Eastern Hills.
** Attend Magnet School #66, Tanglewood.